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ABSTRACT

The primary purpose of this study is to investigate and identify possible factors that might be operating in the Department of Defense Dependent Schools (DoDDS) system and that seemingly lead to academic superiority when compared to American public schools. Data obtained addressed the perceptions of parents, teachers, and administrators on issues affecting school practices both in the American public school setting and in DoDDS-Germany. This study examined input variables, including the governance matters that influence such outcomes. The format of the report includes (1) a discussion of the national reports and how these have triggered state-level responses in both New Mexico and New York; (2) a brief overview of the governance structures in New York State, New Mexico, and DoDDS-Germany; (3) an analysis of the data obtained on the comparison surveys; (4) a statement of conclusion; and (5) recommendations. The appendix contains a log of DoDDS-Germany activities, four survey instruments, and 14 references. (SI)

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THE AMERICAN PUBLIC SCHOOLS AND THE DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS: A COMPARISON STUDY

U.S. DEPARTMENT OF EDUCATION
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Regional Staff - DoDDS Germany

Finally, for her outstanding secretarial and editing services, Cecilia Montano of New Mexico Highlands University.

DEDICATION

This study is dedicated to my daughter, Peggy Hughes Miller, who accompanied me throughout my travels to DoDDS schools in West Germany. Without her help, including logistics, the study would have been next to impossible.

CHAPTER I

INTRODUCTION

Education has been a prominent issue over the past few years with numerous national reports and studies having been conducted leading to literally hundreds of recommendations for improving the quality of education in our public schools. Concern over the quality of education is not limited to American public schools and in particular U.S. military personnel whose dependent children attend Department of Defense Dependents Schools (DoDDS) are most interested in the quality of education in the DoDDS schools.

The comprehensive study of DoDDS performed under contract with Advanced Technology, Inc. of Reston, Virginia and published May 31, 1983 does provide an abundance of factual matter regarding the DoDDS schools. To a lesser extent this study attempted a comparison between the American public school and the DoDDS system. Such a comparison is important for the dependent children of military personnel shift from one system to the other according to the nature of their military sponsor's assignments.

DoDDS has been active in improving its public image among both civilian and military people. Examples of such activity include the spot announcements aired over the Armed Forces Radio and Television networks stressing the North Central accrediting of DoDDS schools, both elementary and secondary. Research had revealed that some

military personnel were hesitant about accepting overseas assignments because of rumors they had about the overseas school system. Another example is the use of military newspapers (i.e. Stars and Stripes, Navy Times), to advance the cause of the DoDDS schools. Table I is an excerpt from an October 24, 1983 Navy Times article which compares the DoDDS schools with their civilian counterparts, with a caption under the table "Defense school students take more academic courses than their stateside peers".

Table I
DoDDS Schools Report Card
Navy Times, October 24, 1983

Course	DoD	Civilian
More than 3 years of English/literature	42.3%	26.4%
At least one year of a foreign language	74.9%	65.1%
Two or more years of a foreign language	49.5%	39.1%
Geometry	91.1%	85.0%
Algebra II	81.7%	77.5%
Trigonometry	50.7%	52.3%
Calculus	16.5%	18.8%
Chemistry	75.4%	69.3%
Physics	51.3%	39.8%

[NOTE: College bound students only]

The primary purpose of this study is to investigate and identify possible factors which might be operating in the DoDDS system and which seemingly lead to academic superiority when compared to American public schools. Recent data have been obtained which address the perceptions of parents, teachers and administrators on issues affecting school practices both in the American public school setting and in DoDDS-Germany. (The author had prior approval to visit DoDDS schools in West Germany and spent May, 1984 there).

This study did not attempt to analyze direct learning outcomes but rather examined input variables, including governance matters, which influence such outcomes.

The format of the report, following this Introductory section, includes a discussion of the national reports and how these have triggered state level responses in both New Mexico and New York, a brief overview of the governance structures in New York State, New Mexico and DoDDS-Germany, an analysis of the data obtained on the comparison surveys, a statement of conclusion and recommendations, a bibliography and an Appendix.

CHAPTER II

NATIONAL REPORTS: Their Impact on Educational Practices

The year 1983 has been referred to as "The Year of the Reports." National attention was focused upon the condition of Education in America. The reports triggered state-level responses with some 280 State-level Commissions created from the governor's mansions to spurn policy development. As Michael Timpane (President-Elect of Columbia Teacher's College) stated in the Cocking Lecture at the August 1984 National Conference of the Professors of Educational Administration, until the media and the public responded to A Nation at Risk, the Commission which developed it was identified as Secretary of Education Terrel H. Bell's National Commission on Excellence in Education. Suddenly, following public reaction, it became politically astute to attach a White House label to the effort and it was now the President's Commission!

Using A Nation at Risk as a prime example, a great many of the reports were politically motivated with virtually no empirical backup. Ironically, the "Five New Basics" of the At Risk report are identical to those advocated by the Committee of Ten in 1983. (Chaired by Harvard President George Eliot).

In contrast to the many political reports there were several excellent comprehensive studies. Perhaps these need more publicity and acclaim since they were based upon empirical evidence. Among these commendable reports, but not an exclusive list, are (1) Horace's

Compromise: The Dilemma of the American High School, the Ted Sizer study (2) A Place Called School, John Goodlad's report covering research in over 1000 classrooms and (3) Ernest Boyer's High School, sponsored by the Carnegie Foundation for the Advancement of Teaching.

It is important to recognize the differences between the politically motivated reports and the empirical studies. This does not imply that the former are bad while the latter are good. On the contrary, regardless of the origin, all of the reports seem to be advocating excellence in our schools. The definition of excellence from the At Risk report is an example of the focus on excellence.

> "At the level of the individual learner, excellence means performing on the boundary of individual ability in ways that test and push back personal limits."

Similarly, the At Risk report correctly points out that excellence in learning requires excellence in teaching, with instructional excellence defined as that instruction which

> "sets high expectations and goals for all learners, then tries in every way possible to help students reach them."

Translating the literally 100's of recommendations, many of them conflicting and contradictory, from the many reports into action plans for improving education in local school districts has been a major effort for school board members, school administrators, legislative committees, advisory groups and various professional educational societies. Phi Delta Kappa, Association for Supervision and Curriculum Development, American Association of School Administrators, and the National School Boards Association are typical of this latter group.

Along with the concensus on a theme of excellence, the reports,

both the politically inspired and the empirical, have two other common features: (1) There is strong emphasis on curriculum and teaching; (2) There is an implicit assumption that people in the schools can solve the problems. (It was not too long ago that the suggested panacea for the ills of the public schools was intervention from the non-educators. The 1984 approach suggests a partnership arrangement with the business sector, not a transformation of world of work principles into the daily operation of the schools. Indeed, educators would be naive to think that business leadership in education is going to go away.)

Timpane also described several apparent omissions in the politically motivated reports. In his address at the NCPEA meeting, Timpane stated that these reports lack historical perspective, (A point already cited in A Nation At Risk), lack good data, pay little attention to the social goals of education and that they differ markedly as to the seriousness of the problem.

Since education remains a state responsibility though a local school district function, it follows that the reaction to the reports has come primarily at state level. State Boards of Education, with support from their legislative bodies, have responded quickly with tougher high school graduation requirements, and stronger accountability features for teachers and other professional staff. Again, the emphasis is heavy on curriculum and teachers! The general improvement in the national economy has enabled the states to appropriate more money for public education. In New York State an additional $470 million was appropriated. The New Mexico Legislature, on the other hand, proved to be ultra-conservative and fought off the Governor's efforts to pour substantial

new money into education, a bitter disappointment for the Governor. (In all fairness, the extractive industries provide severance tax revenues for New Mexico public schools and the mining industry has been depressed in recent years, particularly uranium and copper.)

One is nonetheless reminded of the remarks of Jack Frymier at the Statewide Conference on Public Education: A Sound Investment in New Mexico. "What the reformers need to know is that you can't legislate learning", stated Frymier in his keynote address. Raising standards for high school graduation or for teacher performance does not necessarily translate into improvements in learning outcomes.

A refreshing note of encouragement throughout the reports is the emphasis given the role of the principal. While the principal is often featured, only rarely is central office administration discussed.

On a national basis, overall public school enrollment continues to decline, particularly at the high school level. While some of this enrollment loss is attributable to birth rate patterns, it is significant to point out that private school enrollments continue to increase. The August 8, 1984 Chicago Tribune carried a front page story of the shift in that city, possibly a reaction to the non-renewal of Dr. Ruth Love's contract as Superintendent.

A comparison of high school seniors' perspectives of various school characteristics, (from the High School and Beyond report), illustrates the more favorable disposition to the private schools. Table II refers:

TABLE II

Percentage of Public and Private High School Seniors
Rating Various School Characteristics as "Good" or "Excellent"
by Curriculum and School Type - (United States 1980)

School Characteristic	Total Seniors	Curriculum			Type of School	
		Academic	General	Vocational	Public	Private
Reputation in Community	68%	77%	64%	64%	73%	90%
Library Facilities	67%	66%	67%	71%	68%	60%
Quality of Academic Instruction	63%	75%	55%	60%	73%	85%
School Spirit	60%	60%	59%	61%	59%	64%
Condition of Buildings	62%	69%	60%	60%	67%	76%
Teacher Interest in Students	56%	66%	48%	50%	62%	82%

With such strong indicators favoring the private school sector, the shift of enrollment from public to private schools at the high school level might well be a reflection of the rising economy where parents can afford the tuition. State legislatures may wish to examine their public school codes and redefine what constitutes a private school (In New Mexico, the private school is deregulated).

In summary, the many reports have brought public education "centerstage". The political season with a Presidential election in the Fall 1984, along with many statewide contests, will keep public education "centerstage". What will happen when the political season is over? The prediction is that the fanfare of the political reports will subside while the empirical studies will take on increased importance. States which encourage local initiatives to develop action "make it happen" plans rather than mandate these plans are more likely to realize improvements. The School Improvement Program concept with grass-roots involvement from teachers and principals, in the opinion of the author, holds more promise in the long run than directed action from state level. Perhaps the <u>freedom</u> from such state supervision operates to allow the DoDDS schools more latitude in developing such School Improvement Programs.

CHAPTER III

New York State (Some recent policy Changes)

Immediately when discussing public education in New York State the matter of articulation between the public school governance structure and the university governance structure needs to be stated. Dr. Gordon Ambach is both President of the University of the State of New York and the Commissioner of Education. The single governing board at state level is the Regents. The local school districts, the state community colleges and the state institutions of higher education all fall under the purview of the Regents, who are appointed officials.

The coveted diploma which high school seniors seek is the Regents diploma, requirements for which include students taking statewide secure examinations rather than locally prepared tests from classroom teachers. No doubt the emphasis upon the Regents diploma is a major factor contributing to the 51% of all high school seniors enrolled in academic curriculum compared to 39% for the nation as a whole.

It should be pointed out that the Hispanic population in New York City is significant. "Hay dos milliones personas que hablan Español en New York City, mas que todas las personas que viven en Nuevo Mexico." Keeping that fact in mind with the vast majority of these Hispanics refugees from Puerto Rico seeking an improvement in life style, the emphasis on academic curriculum in New York State is all the more impressive.

The following table (Table III) illustrates this academic influence in comparing high students in New York State with their United States counterparts in coursework completed in mathematics and sciences. (High School and Beyond Report)

TABLE III

Cumulative Percentage of High School Seniors Taking
Varying Amounts of Mathematics and Science Coursework

	New York State		United States	
	Math	Science	Math	Science
2 years or more	76	69	67	53
3 years or more	44	41	34	23

A breakdown of actual courses taken is equally revealing. Refer to Table IV. (High School and Beyond Report)

TABLE IV

Percentage of High School Seniors Taking
Mathematics and Science Courses by Course Title

	New York State	United States
Algebra I	86%	79%
Algebra II	60%	49%
Geometry	69%	56%
Trigonometry	54%	26%
Calculus	16%	8%
Physics	36%	19%
Chemistry	56%	37%

Regarding the financing of public schools, New York State still places heavy reliance upon the local property tax as a major source of revenue. The state is currently funding approximately 40%, with most of the remainder coming through the property tax. As stated previously the Legislature provided a $470 million increase in state aid for the 1984-1985 school year, the largest increase in state aid in a single year in the state's history.

In a letter addressed to "Dear Colleague" dated August 10, 1984 Commissioner Ambach announced the Regents approval of a Regents Action Plan "to improve elementary and secondary education results in New York State."

The Commissioner described the Regents Action Plan as one which would provide students, teachers, administrators, parents and members of local boards of education with the necessary framework and direction to ensure that New York's elementary and secondary educational system remains the best in the nation.

No doubt much of the Regents Action Plan is a spin-off from the national reports. With a world in which competition from industries is keen, the Regents took the position that education was the key to reversing such economic indicators as the loss of leadership in automobiles, steel, electronics to foreign nations, even daring to state that the pursuit of excellence had been neglected and discouraged. Regent Griffith cited the parallels between declines in academic performance and declines in economic performance when contrasted with other industrial democracies and some iron curtain nations.

The revised high school graduation requirements in New York State, beginning with the graduating class of 1989, and excluding the physical education requirement, as approved by the Regents are indicated in Table V below. (Regents Action Plan)

TABLE V

High School Graduation Requirements - New York State

Local Diploma		Regents Diploma	
English	4 units	English	4 units
Social Studies	4 units	Social Studies	4 units
Mathematics	2 units	Science	2 units
Science	2 units	Science	2 units
Health Educ.	½ unit	Health Educ.	½ unit
Art and/or Music	1 unit	Art and/or Music	1 unit
Electives	5 units	Second Language	3 units
		Electives	2 units
Total	18½ units	Total	18½ units

The controversial issue is the 3 year foreign language requirement that is now included for the Regents diploma. The Regents Action Plan clearly is an aggressive effort to prepare high school graduates in New York State to be able to function in the "Shrinking planet-global society."

The Regents Action Plan does not neglect the area of professional performance review. The plan requires each superintendent, in consultation with representatives of all categories of personnel being reviewed, to develop formal procedures for performance review. These procedures must be approved by the local school board. The procedures must include criteria, a description of the review process, and assurances that all personnel are acquainted with the procedures and know their rights to make written comment. This phase of the Regents Action Plan places the responsibility directly on the shoulders of the local school authorities.

In summary, New York State has tightened its curriculum requirements for graduation, reacting to the needs of the global society and world competition, yet has allowed local school districts latitude in the establishment of appropriate procedures for developing procedures for professional performance review. Some of the new revenues provided by the legislature have been earmarked for scholarships and fellowships for mathematics and science teachers. Additional moneys have been earmarked for teacher resource and computer training centers.

NOTE: The reader is cautioned that the Regents Action Plan, though approved by the Regents is not yet part of the Public School Code (Educational Law) of New York State. A series of public hearings on the proposed changes is currently underway.

New Mexico (Some recent policy changes)

Control, management and direction of public education in New Mexico are vested in the State Board of Education, such authority embedded in the State's Constitution. The governance of the State Board does not extend to the state's institutions of higher education, as was the case in New York State. In fact, there is a maze of statutes which establish several different types of post-secondary institutions, each of which has its own appointive governing body. Thus, articulation of educational programs across all levels is more difficult to accomplish.

Another major organizational difference in New Mexico is that responsibilities for public school educational programs and the financing of these programs are separated. The State Department of Education, under the State Board of Education, is charged with establishing the Educational Standards for the 88 local school districts but these districts receive their funding from the Governor's Office of Education. It is believed that New Mexico is the only state where the functions of program and finance are separated. Numerous attempts have been made over the years to bring these functions together but the voting public has always reacted negatively to such proposals for fear that it would bring too much power to the governor's office. Oftentimes it appears as though the governor and the chief state school officer are engaged in a personal power struggle over this issue.

Only the Albuquerque district can be classified as a large district with its approximately 80,000 students. There are several districts with K-12 enrollments of less than 200 students. It is

extremely difficult to operate high schools with the required program offerings necessary for accreditation in the sparsely populated regions of the state. Teachers require multiple endorsements, and teaching principals or teaching superintendents are common place.

New Mexico students take a High School Proficiency Examination as a test of competency prior to graduation. The test measures understanding of occupational information, community resources, consumer economics, health, law and government and is given during the sophomore year as part of the State's Basic Skills Plan. Should a student not pass as a sophomore he may repeat the test in his junior and senior years. Failure to pass does not prevent the student from graduating. It does, however, deny him a recognition endorsement on the reverse side of his high school diploma. There was an understandable uproar from many of the rural area superintendents about the State Board's policy on labeling minority students when this was first implemented, but that furor has subsided. The other component of the Basic Skill's Plan is a Writing Appraisal Plan where the student is required to perform a series of writing tasks. The results are followed on a longitudinal basis.

One of the most positive features of the New Mexico public school system is its virtual full state funding for schools. There is essentially only a token amount of property tax revenue involved, with the bulk of the revenues coming from state income tax, state gross receipt and sales tax and severance tax. While per capita expenditures for education may be lower than most states, (due to the lower per capita income), the effort to support education given that income is among the highest in the nation. Over 70% of the total state appropriation goes to support public schools and higher education. The 1983-1984 expenditures approximated $2200 per child.

Several policy decisions have been reached by the State Board of Education, in consort with the Legislature, in efforts to improve the overall quality of education. Some of these actually preceded the 1983 national reports. The major effort has been the State Accountability Plan for the improvement of teaching. Provision One of this plan imposes restrictions on Teacher Training Institutions as to who may be admitted into teacher preparatory programs. In addition to requirements already in place, the State Board imposed still another, namely that the University must administer a standardized general knowledge and basic skills test to all students seeking admission into teacher preparatory programs. Provision Two of the plan requires all students seeking the initial teaching certificate to take the National Teacher Examination, both Core Battery and Area Examination. Provision Three addresses the Performance Evaluation Review procedures for currently certified professionals, both teachers and administrators. It is too early to judge whether this accountability plan will actually lead to improvements in instruction. The ingredients are in place and a massive in-servicing is required.

[A copy of this Teacher Performance Evaluation Plan was delivered to the principal, Ramstein Elementary School for review]. (DoDDS-Germany)

The State Board of Education has recently increased high school graduation requirements in New Mexico. Commencing with the 1986/1987 graduating class these requirements are shown in Table VI below:

TABLE VI

New Mexico HS Graduation Requirements

Course	Credits
Language Arts	4 units
Mathematics	2 units
Science	2 units
Social Studies	2 units
Physical Education	1 unit
Fine/Arts/Practical Arts	1 unit
	12 units (Required)
	9 units (Electives)
Total	21 units

There is no statewide examination comparable to the Regents examination in New Mexico.

Thus, New York State and New Mexico have both made policy changes in their public school systems as part of the national trend to improve the quality of education. These changes are primarily directed to the area of curriculum and teaching, and in that sense follow the gist of the recommendations of the national reports. New York State has concentrated more attention on the curriculum area with a much more

rigorous academic program required in the future for a Regents diploma, while New Mexico has placed its priority emphasis on the competencies of its teachers and future teachers. The actions described are typical of what many states have been and are continuing to do in efforts to upgrade the public schools. The actions are also typical of what Goodlad describes as "state-level mandated" and cautions that lasting improvements must develop from events in the classroom between teachers and students.

Department of Defense Dependent Schools-Germany Region

DoDDS-Germany is the largest region of the DoDDS system with approximately 82,000 students attending 140 schools on U.S. military sites in the Federal Republic of Germany. The school system is established under the Department of Defense, with authorization under a Title of PL 95-561. There have been efforts at the congressional level to relocate the DoDDS Educational System under the U.S. Department of Education, and while such a proposal is outside the purview of this report, it would seem to be an unwise move since a major strength of the present system is the strong sense of "community" which exists between the military and the school people.

Headquarters for DoDDS-Germany is located at Lindsey Air Station, Wiesbaden. Major divisions including support personnel and curriculum specialists are located there. The region is subdivided into 8 sub-regions each headed by a chief school administrator. The CSA in effect has a role similar to that of a school superintendent in the American public schools though the geographical separation of the CSA from the schools tends to create a situation in practice where local

school principals enjoy more autonomy than do their stateside counterparts. The staff at these sub-regional offices is minimal.

There is no elected local area "school board" in the DoDDS structure so that administrators do not have to contend with board members occasionally fettering in the day to day administrative operations of the schools. The employer in effect is thousands of miles away in the form of the Congress.

Though the above remarks are brief, it is felt that some description of the governance structure is essential for this study.

CHAPTER IV

Analysis of Data

The research design and methodology of this study included visiting and gathering data at selected sites in DoDDS-Germany. Sites, (selected by the Director), included the following:

Darmstadt Elementary School
Darmstadt Middle School
Kaiserslautern Elementary School
Landstuhl Elementary School
Ramstein Elementary School
Vogelweh Elementary School

During the month of May, 1984 each of these sites was visited two times. Survey instruments had been distributed in advance of these visits. Discussions were held with the building principals regarding the study and conversations were deliberately kept open-ended to allow for a free exchange of communication. Discussions were also held with other staff members as opportunities arose.

The author also had opportunity to visit Hainerberg Middle School on a scheduled field trip for talented and gifted students on the occasion of the media festival, and attended many functions at Hainerberg Elementary.

Arrival conferences and exit conferences were held with staff members of the Director's office, including the Director.

Comparison data from the American public schools have been

gathered from such sources as the 1983 Gallup Polls, the 1983 National PDK Conference, a statewide survey of administrators in New Mexico and from visits to selected school sites in Northern New Mexico to obtain teacher background information. The sites in New Mexico included:

Española High School
Memorial Middle School-Las Vegas
Taos High School
Taos Elementary School
Union Elementary School-West Las Vegas

Data analysis will be presented in the following order:

(1) 1983 Gallup Poll
(2) Phi Delta Kappa Opinionnaire
(3) Administrator's Survey
(4) Teacher Background Survey

1983 Gallup Poll

Three separate respondent groups participated, the first group the actual sample selected by the pollsters and results of which were reported in the September 1983 Kappan. The second group was a national audience of 600 plus professional educator conferees who attended the October 1983 PDK Dallas meeting, and the third group a cross-section of parents from the 7 DoDDS school sites.

Each question in the poll will be presented with the results from each respondent group reported as percentages. An analysis of these results will then follow.

Sample N Values:

Gallup 1540
PDK 614
DoDDS 78

Question #1

Students are often given the grades A, B, C, D, and Fail to denote the quality of their work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give those public schools -- A, B, C, D, or Fail?

Group	A	B	C	D	F
Gallup	6	25	32	16	6
PDK	12.7	59.9	21.8	4.7	0.8
DoDDS	12.8	50.0	33.3	2.5	1.3

Analysis: 1. Educators rate their public schools much higher than does the general public.

2. DoDDS parents rate DoDDS schools much higher than the general public rates public schools.

Question #2

How about the public schools in the nation as a whole? What grade would you give the public schools nationally -- A, B, C, D, or Fail?

Group	A	B	C	D	F
Gallup	2	17	38	16	6
PDK	1.1	36.8	54.4	5.9	1.8
DoDDS	0	14.1	62.8	21.8	1.3

Analysis: 1. Each respondent group rates their own schools much higher than the public schools nationally. This is most evident in the case of the PDK and DoDDS groups where over 60% and 80% respectively reported either "C" or "D" ratings for the public schools nationally in contrast to 25% and 35% "C" or "D" ratings when their own schools were rated.

Question #3

Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?

Group	Raise Taxes	Against Raising Taxes	Don't Know
Gallup	39	52	9
PDK	76.7	14.5	7.5
DoDDS	73.1	21.2	5.1

Analysis:

1. Both the PDK and DoDDS groups are overwhelmingly in support of raising taxes in contrast to the general public.

2. The "pro-tax raise" stand is predictable on the part of the PDK professional educators. The same stand on the part of the DoDDS parents reflects their greater interest in school matters than the public at large.

Question #4

In some nations, the government allots a certain amount of money for each child for his or her education. The parents can then send the child to any public, parochial, or private school they choose. This is called the "voucher system." Would you like to see such an idea adopted in this country?

Group	Favor	Oppose	No Opinion
Gallup	51	38	11
PDK	13.0	82.2	3.4
DoDDS	57.7	37.2	5.1

Analysis:

1. A majority of DoDDS parents favor the voucher system, as did the public at large. These groups had similar feelings.

2. The strongly negative attitude on vouchers came from the PDK group of professional educators, where more than likely their reaction is linked to their personal job security.

Question #5

Would you like to see the students in the local schools be given national tests so that their educational achievement could be compared with students in other communities?

Group	Yes	No	Don't Know
Gallup	75	17	8
PDK	56.8	38.1	4.4
DoDDS	88.5	9.0	2.5

Analysis:

1. Though all 3 groups responded affirmatively, the DoDDS parents were considerably more approving than the other groups, particularly the PDK professional educators.

2. With 38% of the PDK respondents indicating opposition to national testing for comparison purposes, there is a message suggesting that reforms directed to improve quality of education must have support from outside of the field of professional education.

Question #6

How important is a college education today -- very important, fairly important, or not too important?

Group	Very	Fairly	Not too	Don't Know
Gallup	58	31	8	3
PDK	52.6	41.4	4.6	0.7
DoDDS	74.3	24.3	1.3	0.0

Analysis:

1. Parents of children in the DoDDS schools (74.3%) believed a college education is very important today to a much greater degree than did the PDK professional educators (52.6%).

Question #7

Would you like to have a child of yours take up teaching in the public schools as a career?

Group	Yes	No	Don't Know
Gallup	45	33	22
PDK	55.7	31.9	11.1
DoDDS	50.0	44.9	5.1

Analysis: 1. Groups responded similarly to this question with the PDK professional educators more supportive than the others.

Question #8

Do you think salaries for teachers in your community are too high, too low, or just about right?

Group	Too High	Too Low	About Right	No Opinion
Gallup	8	35	31	26
PDK	1.8	84.7	12.9	0.2
DoDDS	3.8	65.4	25.6	5.1

Analysis: 1. Predictably, the PDK professional educators responded most strongly to the "too low" salary position than was the general public which suggests that these parents are "closer" to the problems of their schools than is the public-at-large.

Question #9

Today there is a shortage of teachers in science, math, technical subjects, and vocational subjects. If your local schools needed teachers in these subjects, would you favor or oppose paying them higher wages than teachers of other subjects?

Group	Favor	Oppose	Don't Know
Gallup	50	35	15
PDK	25.9	69.9	3.7
DoDDS	44.9	52.6	2.6

Analysis: 1. Opposition to the differential pay concept is strongest from the ranks of the PDK professional educators. The DoDDS parents are somewhat lukewarm to the idea, but to a lesser degree than the general public.

Question #10

The President's National Commission on Excellence in education concluded that the quality of education in the U.S. public schools is only fair and not improving. Do you agree with that opinion or disagree?

Group	Agree	Disagree	No Opinion
Gallup	74	13	13
PDK	33.6	63.4	2.3
DoDDS	82.1	16.6	6.4

Analysis: 1. The PDK position is predictable and may be somewhat defensive.

2. That the DoDDS parents agree (82%) more strongly than the general public (74% tends to reinforce their position on Question #2.

NOTE: The 1984 Gallup Poll results have just been released with an upward trend reported in improvement of the public image of the schools.

Question #11

Do you think that all students will have access to a computer and be trained in its use?

Group	Yes	No	Don't Know
Gallup	86	6	8
PDK	79.6	15.8	3.7
DoDDS	82.1	16.6	1.2

Analysis: 1. Consensus among the respondent groups.

Question #12

Do you think that more importance will be given to vocational training in high school?

Group	Yes	No	Don't Know
Gallup	76	11	13
PDK	59.8	33.2	6.4
DoDDS	74.4	19.2	6.4

Analysis: 1. Though all respondent groups reported in the affirmative, the lower percentage for the PDK (59.8%) may reflect a clearer understanding that as high school graduation requirements increase, opportunities for elective courses decrease.

Question #13

Do you think that more attention will be given to teaching students how to think?

Group	Yes	No	Don't Know
Gallup	70	16	13
PDK	86.0	9.4	3.9
DoDDS	65.4	26.9	7.7

Analysis: 1. Higher percentage for PDK professional educators (86%) may be attributable to more familiarity with current literature on critical thinking skills.

Question #14

Do you think that what is now covered in the first two years of college will be covered before graduation from high school?

Group	Yes	No	Don't Know
Gallup	70	16	14
PDK	39.4	46.9	13
DoDDS	57.7	37.2	3.8

Analysis: 1. The lower percentage of "Yes" respondents for PDK could be explained in that professional educators perhaps can more readily separate human development factors from knowledge explosion.

Question #15

Do you think that more attention will be given to individual instruction?

Group	Yes	No	Don't Know
Gallup	53	32	15
PDK	65.1	28.3	5.9
DoDDS	43.4	52.3	3.8

Analysis: 1. This is somewhat ambiguous. Lowering pupil/teacher ratios is costly.

Question #16

Do you think children will start school at an earlier age-such as 3 or 4 years old?

Group	Yes	No	Don't Know
Gallup	51	37	12
PDK	48.0	45.9	5.2
DoDDS	41.0	57.7	1.3

Analysis: 1. The higher negative result (57.7%) for the DoDDS parents could mean that these parents are basically opposed to this idea.

Question #17

Do you think that taxpayers will be willing to vote more favorably on bond issues and give more financial support to the schools?

Group	Yes	No	Don't Know
Gallup	45	36	19
PDK	45.3	39.6	14.5
DoDDS	35.9	60.3	3.8

Analysis: 1. The general public and PDK professional educators are nearly identical on this issue, both supporting. DoDDS parents are strongly negative (60.3%) reflecting their similar positions voiced in Questions #2 and #10.

Question #18

Do you think that the school program will cover 12 months of the year--with less time for holidays.

Group	Yes	No	Don't Know
Gallup	33	53	14
PDK	37.8	51.6	9.6
DoDDS	43.6	50.0	6.4

Analysis: 1. Consensus among the respondent groups

2. Time does not seem to be a major issue anymore - most everyone recognizes that increasing time translates into increasing money.

PHI DELTA KAPPA OPINIONNAIRE

This 20 item instrument was administered to a group of 648 professional educators who attended the 1983 PDK National Conference in Dallas and to 92 DoDDS teachers from the 7 selected sites in the study. Thus all respondents represent professional educators.

Each item will be identified along with the percentage of respondents to each category by the two groups. Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and No Opinion (NO) represent the categories.

Item 1. Textbooks should be upgraded to provide more challenging content.

Group	SA	A	D	SD	NO
PDK	35.6	52.3	8.6	1.2	2.3
DoDDS	18.5	51.1	25.0	0	5.4

Analysis: That such a high percentage of DoDDS teachers disagreed is baffling.

Item 2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.

Group	SA	A	D	SD	NO
PDK	32.7	47.2	12.2	2.0	5.9
DoDDS	18.5	42.4	10.8	9.8	18.5

Analysis: Quite possibly states have been more active in implementing Title VII, Civil Rights Act of 1964 and Title IX of Education Amendments of 1972 than agencies of the federal government. The evidence of litigation in these areas would pose an interesting study.

Item 3. Schools of education should raise their entrance requirements.

Group	SA	A	D	SD	NO
PDK	39.5	43.1	13.1	2.5	1.8
DoDDS	28.3	41.3	22.8	2.2	6.5

Analysis: Stateside educators appear to be sharper critics of schools of education than DoDDS teachers.

Item 4. Promotion should be based on test performance rather than age.

Group	SA	A	D	SD	NO
PDK	24.7	43.1	21.9	6.5	3.8
DoDDS	25.0	41.3	23.9	5.4	4.3

Analysis: The groups are in virtual agreement on this item.

Item 5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.

Group	SA	A	D	SD	NO
PDK	62.7	32.1	3.5	0.9	9.8
DoDDS	67.4	29.3	3.3	0.0	0.0

Analysis: This item ranks second to the item on teacher salary increases (#15) in terms of percentage of agreement.

Item 6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.

Group	SA	A	D	SD	NO
PDK	60.5	35.5	2.6	1.1	0.3
DoDDS	43.5	44.6	8.7	0.0	3.3

Analysis: Similar to item #3 with again the PDK group acting as a sharper critic, perhaps the state-level reactions on accountability are influencing the PDK educators.

Item 7. The school curriculum should be strengthened by requiring more courses in English, Mathematics, Science, Social Studies, and Computer Science.

Group	SA	A	D	SD	NO
PDK	30.9	46.1	18.0	3.0	2.0
DoDDS	39.1	42.4	16.3	1.1	1.1

Analysis: It is interesting that with DoDDS already ahead of most states, particularly in the computer science area, (a finding of the Advanced Technology Inc. study), there is stronger agreement from DoDDS than from PDK.

Item 8. The most important objective of elementary and secondary education should be the development of literacy in the English language.

Group	SA	A	D	SD	NO
PDK	27.5	45.4	22.0	3.5	1.6
DoDDS	21.7	46.7	26.1	3.3	2.2

Analysis: Groups are very much alike on this item.

Item 9. Every public school student should be given the opportunity to acquire proficiency in a second language.

Group	SA	A	D	SD	NO
PDK	27.6	54.2	12.8	2.8	2.6
DoDDS	28.3	59.8	9.8	1.1	1.1

Analysis: Again, groups are very much alike.

Item 10. The school day should be lengthened by as much as one hour.

Group	SA	A	D	SD	NO
PDK	8.0	23.8	43.1	21.1	4.0
DoDDS	10.8	7.6	42.4	33.7	5.4

Analysis: Though the groups are predominantly opposed to this suggestion, the DoDDS opposition is much stronger. It is possible that state-side educators were "closer" to the national reports, one of which (Nation at Risk) had this kind of recommendation.

Item 11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.

Group	SA	A	D	SD	NO
PDK	9.7	24.7	38.0	23.8	3.8
DoDDS	10.5	10.8	35.7	35.7	6.5

Analysis: Very similar in pattern to the responses in item 10. Since increasing time translates into increasing costs the issues raised in items 10 and 11 seem to have "gone away."

Item 12. The amount of homework assigned to students should be increased.

Group	SA	A	D	SD	NO
PDK	13.0	43.0	30.2	6.8	7.0
DoDDS	14.1	30.4	38.0	9.8	7.6

Analysis: This is difficult to compare since there is no way of determining what the current level of assigned homework is for each group.

Item 13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.

Group	SA	A	D	SD	NO
PDK	24.1	50.5	15.8	5.6	4.0
DoDDS	19.6	45.6	21.8	4.3	8.7

Analysis: Responses are quite similar between the groups.

Item 14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.

Group	SA	A	D	SD	NO
PDK	81.0	17.6	0.8	0.0	0.6
DoDDS	70.6	27.2	1.1	1.1	0.0

Analysis: 98% of each group agrees or strongly agrees. Enough said!

Item 15. Teacher salaries should be based on performance, with incentives and awards for outstanding teachers.

Group	SA	A	D	SD	NO
PDK	39.5	37.7	13.4	7.4	2.0
DoDDS	38.0	26.1	18.5	12.0	5.4

Analysis: The differences between responses in items 14 and 15 suggest that various forms of merit pay have not been as accepted by teachers as a pure salary increase with no strings attached. There is a large majority in agreement, nevertheless.

Item 16. Scholarships and other financial incentives should be used to attract the most able people into teaching.

Group	SA	A	D	SD	NO
PDK	62.5	31.8	3.7	0.9	1.1
DoDDS	53.3	35.9	4.3	1.1	5.4

Analysis: Both groups strongly support this plan.

Item 17. The school principal should be responsible for managing the educational program in the school and assuring its quality.

Group	SA	A	D	SD	NO
PDK	48.8	41.2	6.6	2.2	1.2
DoDDS	29.3	47.8	13.0	4.3	5.4

Analysis: There is a considerable difference in how DoDDS teachers perceive the role of the principal and how PDK educators perceive the role, DoDDS teachers seeing their principals as less responsible for the quality of instructional program than their state-side counterparts.

Item 18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.

Group	SA	A	D	SD	NO
PDK	57.7	32.1	6.2	2.2	1.8
DoDDS	35.9	46.7	5.4	2.2	9.8

Analysis: There is strong agreement from both groups.

Item 19. Teachers certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.

Group	SA	A	D	SD	NO
PDK	14.8	34.0	27.0	19.8	4.4
DoDDS	10.9	36.9	31.5	9.8	10.8

Analysis: Each group appears split on this issue with more negativism shown by PDK educators. Job security factors may be affecting responses.

Item 20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.

Group	SA	A	D	SD	NO
PDK	53.4	40.6	2.2	1.7	2.1
DoDDS	22.8	68.5	2.2	1.1	5.4

Analysis: Both groups strongly agree, the only difference coming from the degree of the agreement.

ADMINISTRATIVE COMPETENCIES

During the 1983/84 school year a survey was conducted throughout the state of New Mexico addressed to practicing school administrators on the topic of "proposed administrator competencies."

The survey included these five (5) major competencies:

1. The principal provides instructional leadership to school staff, students, and community.

2. The principal assures that programs maintain direction toward achievement of established goals.

3. The principal uses performance evaluation to improve the instructional processes of the school.

4. The principal manages the school to make the best use of instructional time, staff, and facilities.

5. The principal conscientiously performs assigned tasks regarding funds and property accounting, planning, and other areas related to state law and regulation and local board policy.

A total of 1679 responded to the survey in New Mexico, most of whom were principals and/or teachers in the public schools.

This same survey was administered to principals in the DoDDS-Germany schools during May, 1984. A total of 41 responded.

Table VII provides the rank-order given by the two respondent groups to the five (5) competencies:

TABLE VII

Rank-Order of Administrator Competencies

Competency	New Mexico (N-1679)	DoDDS (N-41)
1	2	1
2	4	3
3	5	4
4	3	2
5	1	5

Analysis: The New Mexico school administrator perceives his role as a middle-manager to be his top priority, (focusing on competency #5), with instructional leadership secondary to this (competency #1). Conversely, the DoDDS principal sees his role as the instructional leader the top priority and places all instructional-oriented competencies ahead of the purely managerial role.

The survey allowed respondents to add personal thoughts. Here are typical responses:

New Mexico

"More responsibility should be given to the staff--teachers/ department heads"

"Schools should have curriculum directors"

"The principal is in reality an organizational leader not an instructional leader"

"Provide the principal with assistance in evaluating teachers"

"The principal knows who the effective teachers are without doing more evaluating."

DoDDS

"DoDDS does not have a uniform teacher performance plan. All teachers in DoDDS should be evaluated by the same instrument"

"Finding time to be an instructional leader is difficult when you also teach ½ time and manage the school as well. Principals should not have to teach ½ time. However, being an instructional leader should be the main focus of a principal"

"Cut down on number of meetings, paperwork, and other non-educational tasks and many of the above can be accomplished but not under the present system"

Suggest an added competency: "The principal conscientiously works to improve teacher morale"

"Principals must have control of staff in selection and assignment to be effective. A principal is only as good as his staff. Instructional programs can be in jeopardy if too much time is spent developing marginal teachers."

Though the results of this survey and the comments of the survey and the comments of the respondents both indicate that the DoDDS school administrator perceives his role as being an instructional supervisor first and a building manager last while the reverse is true in the New Mexico data, one should be careful about extrapolating this difference in perception to outcomes of learning. There is no research evidence that the author is aware of which shows a positive correlation between the amount of time a principal spends in instructional supervision and student performance. What the principal does during the time allocated to instructional supervision and how well he does it obviously is more important than the amount of time.

TEACHER BACKGROUND SURVEY

Eighty (80) teachers from Northern New Mexico and one hundred four (104) teachers from DoDDS-Germany completed the Teacher Background Survey. The results of this survey will be presented question by question comparing groups.

Q. #1. How many years have you been a teacher?

Means:	New Mexico	DoDDS
	12.5 Years	11.5 Years

Q. #2. How many years have you taught in this school system?

Means:	New Mexico	DoDDS
	10.1 Years	6.3 Years

Q. #3. How many years have you taught in this school?

Means:	New Mexico	DoDDS
	5.2 Years	2.8 Years

Q. #4. In how many schools in this system have you taught?

Modes	New Mexico	DoDDS
	1	1

Q. #5. On the average, how frequently do you work on school activities at home?

Modes	New Mexico	DoDDS
	2 to 3 nights per week	4 to 5 nights per week

Q. #6. On the average, how much of your weekend is taken up by school work?

Modes	New Mexico	DoDDS
	"Some"	"Some"

Q. #7 On the average, how frequently are you contacted at home about school matters?

Modes	New Mexico	DoDDS
	"Rarely"	"Rarely"

Q. #8. Where were your parents born?

Modes	New Mexico	DoDDS
	Both in U.S.	Both in U.S.

Q. #9. When were you born?

Mean age	New Mexico	DoDDS
	40 Years	41 Years

Q. #10. What was your father's lifetime occupation?

Modes	New Mexico	DoDDS
	farm owner	skilled worker

Q. #11. What was your mother's major lifetime occupation?

Modes	New Mexico	DoDDS
	housewife	housewife

Q. #12. What was you father's highest educational attainment?

Modes	New Mexico	DoDDS
	some high school	high school graduate

Q. #13. What was your mother's highest educational attainment?

Modes	New Mexico	DoDDS
	high school graduate	high school graduate

Q. #14. In what type of community did you spend the major part of your youth?

Modes	New Mexico	DoDDS
	town/village	small city

Q. #15. In what type of schools did you receive most of your elementary school education?

Modes	New Mexico	DoDDS
	public	public

Q. #16. In what type of schools did you receive most of your secondary education?

Modes	New Mexico	DoDDS
	public	public

Q. #17. At what type of college did you do most of your undergraduate work?

Modes	New Mexico	DoDDS
	State University	State University

Q. #18. In general, what was the quality of your work when you were in college?

Modes	New Mexico	DoDDS
	above average	above average

Q. #19. At what type of college did you do most of your graduate work?

Modes	New Mexico	DoDDS
	State University	State University

Q. #20. What plans do you have for future formal education?

Modes	New Mexico	DoDDS
	Will take courses but not for a degree	Will study for a masters

Q. #21. How many semester hours of education courses did you have as an undergraduate?

Modes	New Mexico	DoDDS
	More than 60	More than 60

Q. #22. How many semester hours of graduate work have you taken?

Means	New Mexico	DoDDS
	35 hours	25 hours

Q. #23. What is the highest academic degree which you have received?

Modes	New Mexico	DoDDS
	bachelor's	bachelor's

Q. #24. Which category best represents your current salary with respect to school?

Means	New Mexico	DoDDS
	$17,470(1)	18,900(2)

Q. #25. What is your marital status?

Modes	New Mexico	DoDDS
	Married	Married

(1) Salaries in Northern New Mexico are typically lower than in the more populated sections of the state. The statewide average for the 1983/1984 year exceeded $20,000.

(2) Does not include the $7000 plus living quarters allowance.

There are many similarities between DoDDS teachers and Northern New Mexico teachers. Teaching experience, educational backgrounds and even salaries represent commonalities. No sharp differences are apparent though possibly family history might be with the New Mexico teacher growing up in a more rural setting than the DoDDS teacher. It is not possible to identify teacher input variables which might account for differences in performance outcomes between the two systems. What effects the New Mexico accountability plan will have on changing the nature of the teacher will be "long time" rather than "immediate."

Other Data

1. The visits to the DoDDS schools provided opportunity to discuss school-related issues with a variety of constituents of the school community including teachers, administrators, parents, regional staff and most importantly students. A "log" of these activities is contained in the Appendix.
2. An interview was conducted with Ms. Sandy Calhoun, President of the PTA at Sandia Base Elementary School in Albuquerque. This school is part of the Albuquerque Public School system and is physically located on Kirtland AFB, the largest military complex in New Mexico. Approximately 70% of the children attending this school are dependents of active duty military personnel. In discussing the benefits which accrue to this school by virtue of its student clientele and location with Ms. Calhoun the following were identified:

a. Security
b. Base Commander support
c. Traffic control
d. Playground Equipment
e. Additional Playground Area
f. Painting School Bus Lanes and Parking Zones.

The military parents for the most part live on the base within walking distance of the school. This proximity assists in promoting good attendance at PTA functions.

There are two other elementary schools, (Wherry and Kirtland Elementary), which are also located on Kirtland AFB and are a part of the Albuquerque Public School System. However, these schools have a substantially larger student population from off-base. Sandia Base Elementary School is the most representative "DoDDS" type school in the Albuquerque system.

3.a. Several NCA visit reports were examined while visiting school sites in DoDDS-Germany. Reviewed in their entirety were reports from Darmstadt Elementary, Kaiserslautern Elementary, Ramstein High School and Vogelweh Elementary. The Vogelweh self-study was also reviewed.

b. Back issues of "Polaris", the DoDDS informal newsletter of school activities, provided considerable information about hi-lites.

c. Several issues of Stars and Stripes contained articles about DoDDS schools. These included publicity during the Director, DoDDS's visit to Europe and the May meeting of the European Parent Advisory Council.

d. Through the cooperation of Dr. Manuel Justiz, Director, National Institute of Education, the author was furnished with several reports which resulted from the contract with Advanced Technology, Inc. to conduct a comprehensive study of DoDDS. These documents helped considerably to have a clearer understanding of the DoDDS system prior to arrival in Germany.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Differences in governance structure between the American public schools and the DoDDS schools must be taken into consideration when attempting to make comparisons between the two systems. The American public schools through their elected local school board officials fall under the purview of local, state, and federal jurisdictions while the DoDDS schools have only the federal supervision. Adhering to the old adage "The man who pays the fiddler has a right to call the tune", the fact that local property taxes and state appropriations are the primary sources of public school revenues it is unlikely that the governance structure will change. Add to this the fact that states are reacting rapidly to the political pressures borne through the national reports and it appears obvious that there exists a wide difference between the respective systems. In short, the DoDDS schools are psychologically and physically more distant from their employers and have more "wiggle room" than their stateside counterparts in day to day operations. There is a flip side to this matter which will be discussed as a separate finding.

2. Public school officials have more immediate access to their employers and to emergency funding needs than do their DoDDS counterparts. A new capital outlay requirement can be presented expeditiously to local publics, and in many states, emergency funds are appropriated via state legislatures for capital outlay purposes. Federal impact legislation (PL81-851 and PL81-874) are also available to local school districts. With closer pursestrings, response time is reduced. There are obvious overcrowded situations in some DoDDS areas. The single elementary school at Ramstein AFB with 2200 students is a classic example of extreme overcrowding. Its location immediately adjacent to the junior high school creates a very dense children traffic problem. Another elementary school site at some distance away on the base seems to be an urgent need. Perhaps the remoteness of the employer, (i.e. Congress and the military construction budget), works to the disadvantage of the DoDDS school officials.
3. The nature of the job for the public school administrator entails frequent involvement with a diversified school community, often with competing interests. The community for the DoDDS administrator is predominantly the military overseas community. The differences created by this heterogeneous/homogeneous school community background seem to at least partially account for the stronger parental support favoring the DoDDS schools. Responses to the Gallup Poll reflected that DoDDS parents feel much more supportive and confident about the DoDDS schools than they do the American public schools.

4. Related to the job of the public school administrator are such tasks as promoting school bond elections and supporting local area lobbying efforts for favorable legislative consideration. Other examples could be cited which create a situation wherein the public school administrator is less able to devote as much working time to the duties of direct instructional supervision as is the DoDDS administrator. This finding was evidenced in the analysis of role perspectives between the administrator of both groups.
5. Public school teachers frequently are assigned non-instructional duties, such as cafeteria/lunch duty, parking lot duty, etc. These assignments are entirely proper under the provisions of the teacher's contract and help to meet the school district's "in loco parentis" responsibilities. From interviews with several DoDDS teachers, and from personal observations at the schools, it is noted that non-instructional aides hired from monies raised by parent-teacher groups perform many of these supervisory chores thus allowing the teachers to teach. Whereas a public school teacher has a 30 minute duty-free lunch, the DoDDS teacher enjoys a 60 minute lunch. The differences in teacher duties and lunch time result in more instructional time on task and improved teacher morale, a big plus for the DoDDS system.
6. Public school teachers either belong to the American Federation of Teachers, the National Education Association or opt to avoid membership in either teacher union. The trend in recent years in the American public schools has been that more and more teachers choose not to affiliate for whatever reasons. In those states which

have public employees bargaining statutes, teacher union membership remains high but in those states which do not (i.e., New Mexico) membership is declining. DoDDS teachers participate actively as members of the Overseas Education Association, an NEA affiliate. The existing contract between DoDDS and the OEA appears to place constraints upon DoDDS administrators and perhaps should be modified to reflect more of the interests of these administrators. The point to be made is that the OEA by its large membership exerts teacher advocacy pressure upon the DoDDS system which greatly outweigh the corresponding influence teacher unions have in the typical public school setting. Parallel to this finding is the strong lobbying effort maintained by public school groups such as State School Boards Associations, State School Administrators Organizations which tend to keep a balance between managerial interests and teacher union interests and which appear lacking in the DoDDS structure. What was noted in visits to DoDDS sites was the very much alive professional society interests through such organizations as ASCD or PDK. The political support for the managerial interests seemed missing.

7. Discussions with DoDDS principals revealed on several occasions that the evaluation process for teachers needs to be improved. There did not seem to be a system-wide standardized process and/or instrument in use for teacher evaluation. Indeed, one principal would describe the method be used, and another principal would have a different method. Several complaints were made about a Civil Service personnel form, which, though not personally reviewed,

apparently is not relevant to evaluation of classroom instruction. When the subject of evaluation was discussed with teachers, the gist of their remarks was the common complaint that the principal or assistant was not in the classroom long enough to do a thorough evaluation. In contrast, the recent provision 3 aspects in New Mexico with its Teacher Performance Evaluation Plan presents a method for pin-pointing effective teaching competencies as does the New York State Regents Action Plan. While it is recognized that a committee is at work in DoDDS to improve the format for teacher evaluation, it seems that at least 2 state systems are ahead of DoDDS in this important area.

8. DoDDS excels in the area of instructional equipment. In visiting the media festival held at Heidelberg Middle School in early May, the author was amazed at the amount of high quality Audio-Visual equipment available for the students. Excellent use of A/V as a medium for improving the learning process was observed at all school sites. Media centers were attractive and being used. Equally impressive was the careful maintenance function carried out at the Darmstadt Middle School site for both A/V repair and musical instrument repair. The number of micro-computers and their use in instruction is likewise worthy of mention. All in all, DoDDS is judged to be ahead of the American public schools in availability of, use of and maintenance of instructional equipment.
9. Clearly other areas of strength for the DoDDS schools are the availability of field trips, the Host Nation program and the TAG (talented and gifted) program. Translated into meaningful

educational programs for the children these strong points simply are not possible in the public schools to any where near the degree that they are for the DoDDS students. Educational costs per student in the DoDDS schools (1983/1984) approximated $4500, more than double the amount available in New Mexico. The U.S. average in this statistic for the 1982/1983 year was $2473 with only 1 state (Alaska) exceeding the DoDDS per child costs. There is more money to support the educational program in DoDDS than in the public schools, and that additional money is being spent on sound innovative educational programs.

10. Lastly, given the differences in the governance structures between the American public school system and DoDDS and in view of this being the author's first direct experience with the DoDDS schools, it is considered appropriate to report on the commitment and professional attitude of the school officials. Things are well-organized, well-managed and a spirit of harmony exists among the parties. Staff, parents and students have considerable pride in these schools. There does not appear to be an abundance of administrators at the expense of instructional programs. The transference of federal responsibility for the DoDDS schools to the Department of Education does not seem to be in the best interests of maintaining this partnership.

B. **Recommendations**

1. Provide in-service opportunities for administrators on the same pro-rata basis as now provided teachers. AASA has excellent thoughts for administrator in-service.
2. Pursue efforts via appropriate congressional channels to obtain relief for over-crowded conditions such as now exist at Ramstein.
3. Continue excellent programs such as TAG, media festivals, science fairs, Host Nation, and school-organized volkswanderungs.
4. Encourage local parent groups to continue in fund-raising efforts which relieve classroom teachers of the bulk of non-instructional duty assignments.
5. Involve classroom teachers with present committee seeking an improved system-wide teacher evaluation process.
6. Continue to publicize positive aspects of DoDDS especially the extensive effort for North Central Association accreditation at all levels.
7. Attempt to renegotiate a master contract with NEA which more realistically addresses the administrative needs of the school. (It seems totally out of order that a principal should have to place a written notice in a teacher's box prior to conducting a fire drill, for example - the principal at Darmstadt Elementary used this as one current contract stipulation.)
8. Engage the cooperation of Service Recruiting Command Headquarters so that Educational Specialists employed at recruiting district level can be more cognizant of the DoDDS operation. (As a long-time member of the Navy Recruiting

District Advisory Council and close personal acquaintance of the Educational Specialists in that office, it is evident to me that more dissemination of the DoDDS programs to these people might be conducive to improved recruiting and retention.)

APPENDIX A

APPENDIX A LOG OF DoDDS-GERMANY ACTIVITIES

Date (1984)

April 30 — Enroute TWA Flight #742 JFK to Frankfurt. Had 2 hour interview with 4th grade DoDDS teacher (GelnHausen Elementary). Topic discussed:

(1) Controversy re takeover of DoDDS by Department of Education-teacher felt a recent survey this subject somewhat unfair due to "quick" response required. Teacher, (an OEA loyalist), said administrators are opposed to takeover and reluctant to hear other side of issue.

(2) Living Quarters Allowance is what makes teaching with DoDDS more attractive than teaching in the States.

(3) DoDDS teachers not aware of changing state teacher certification requirements.

(4) GelnHausen does not have full Special Ed Services

(5) Host Nation component is great

May 1 — Visited Hainerberg Elementary, Wiesbaden Middle School, and General H. H. Arnold High School

Had conference with D. Hamilton, Assistant Principal Hainerberg. She expressed strong opposition to takeover, citing loss of identity by military parents and possible other benefits.

Though May Ist was "Tag der Arbeit" (German Labor Day), American Schools were in session.

May 2 — Rode school bus from Nordenstadt to Hainerberg. Visited with children enroute. Visited with bus driver in German after children were off-loaded. Bus driver knew children well. He would like a bus monitor. Children were a bit noisy.

Children more than willing to comment openly about teachers, including one very outstanding teacher and one poor substitute.

Visited Hainerberg Science Fair in evening. Several projects exhibited, some showing exceptional creativity. Majority of exhibits appeared to have been tossed together on short notice.

Visited randomly with military parents attending science fair. Without exception, strong support for DoDDS schools was expressed.

Visited at length with Mr. J. Lenz, Principal at Hainerberg. He shared his frustrations re current negotiated contract between DoDDS and NEA. Claims too much language protects teachers, and that NEA got whatever they wanted with previous DoDDS Director.

May 3 — Interviewed in German a recent graduate from German School system. She shared her feelings of the tracking system following Grundschule. She also discussed what she felt would be excellent host nation educational activities for DoDDS students. Her major concern was the relative isolation of U.S. military personnel and families on bases or "Little America" complexes and that they were not in touch with mainstream of Germany. (Though not directly relevant to the objectives of this duty, it is interesting to point out that math and science teachers in West Germany are now employed in the public schools of Georgia on an experimental basis in efforts to relieve the shortage in those critical teaching areas. Possibly, public school personnel recruiting will follow the footsteps of industrial recruiting).

May 4 — Motored to Rudesheim, crossed Rhine to Bingen. Motored to Mainz. Visited Holishe Fachshoch Schule in Mainz (post-secondary vocational/ parochial). Noted differences between Lutheran dominated Wiesbaden and Catholic dominated Mainz. Noted that though FRG schools are state administered a profound church influence exists in school practices. Church versus state issues don't appear to exist in German schools.

Visited with IBM engineer re industrial recruiting and training problems for IBM resulting from an

educational system so different from that in the United States. He reported that German system creates a large pool of potential employees from graduates of "Realschule" and "fachschule" but a decreased pool of potential professional employees. This poses a career development problem, once hired. Over 99% of the employees at IBM/Mainz are West Germans, and competition for professional jobs is fierce. Those who succeed in obtaining these professional jobs are less theoretically oriented than USA professional IBM people. German people by culture are "Hands-on" people more so than USA citizens and tend to resist automation or other high tech/computerized advances.

Met with Dr. Nelson Lutey, Head Evaluation Branch, DoDDS-Germany and discussed research project. Pleased to note survey instruments and letters explaining some had already been sent to school sites. Made appointments for initial visits to schools.

Attended staff briefing to hear dry-run of brief to be presented to National Advisory Council of DoDDS and to Army Inspector General. Met Dr. Blackstead (Region Director) and Dean Wiles (Chief/ Education Division). Dean Wiles described major functions of Education Division: Curriculum/ Supplemental Services/Evaluation. He also described recent efforts to standardize reading programs across region with 140 schools and 90000 children. He concluded with remarks about educational materials selection and teacher in-service.

Visited with reading specialist at Hainerberg. Gained insight into differences between teacher union activities in DoDDS and USA. This individual felt that USA school authorities and union groups join hands during annual legislative sessions in mutual efforts seeking revenue increases for public school support. In DoDDS the Union and DoDDS authorities don't have this common function so the adversary roles are more fixed in place.

May 7

Began first round of visits to selected DoDDS school sites, visiting Darmstadt Middle School and Darmstadt Elementary.

Middle School

This site was at one time a WW2 radar site. It had had a long history of various uses for DoDDS. Never designed as a school, it will be relocated within 2 years.

The principal was most cordial, conducting me on a tour of all the facilities. Concerns discussed included:

a) attitudes of teacher militants demanding over-time pay for everything.

b) High praise for Host-Nation component, noting that this was German/American Friendship week.

c) High praise for TAG program

d) Need for tight security measures around school

e) Role of Chief School Administrator

The tour included the Excellent Outdoor Education facility, the A/V and musical instrument facility and the Special Education Program (Project Decide).

Elementary School

Had lengthy conversation with principal and discussed such issues as:

a) Number of directives the DoDDS principal must deal with

b) Role of Chief School Administrator

c) Contract between DoDDS and Teacher union

d) Tenure process for DoDDS teachers. (This principal felt the probationary period was much too short to allow adequate evaluation).

During the tour of the school which followed, there was opportunity to visit with a few teachers, examine the PLAN OF THE WEEK with its many references to parent and school activities, observe

the playground area--much too small for a school with 600 children, and chat with a few parents who were also visiting the school.

May 8

Served as volunteer adult grandparent on sponsored field trip for Hainerberg TAG class to visit the Media festival at Heidelberg Middle School. The briefing given the students prior to boarding the bus by the TAG teacher was outstanding. No student could possibly have misunderstood the purpose or the rules of behavior.

The media festival consisted of several exhibits developed by the students and which had been pre-judged at local school level as being of high quality. The creativity shown by the students deserves special mention with such themes as "21st Century Cinderella", "The typical school day for Fudgy", etc. An indication of equipment support is that there were 10 combination slide/tape demonstrations in operation simultaneously in the Elementary exhibits! Equally impressive was the support by DoDDS for Field Tours. Busses had come to Heidelberg from many different DoDDS sites to bring students to the festival.

It was inspirational to view the natural socializing which developed on the bus between the TAG children and the Special Education children. None of the adult supervisors attempted to structure this in any way.

Interviewed a substitute teacher in the evening. This teacher received a substitute teaching assignment nearly everyday. She reported that lesson plans were almost always complete and available and that there was little confusion upon arriving at a school.

May 9

Visited several school sites in the Kaiserslautern area, beginning with Kaiserslautern Elementary, then in order Vogelweh, Landstuhl, Ramstein Elementary and Ramstein High School. Discussions with principals, explanations of the survey instruments and brief tours of facilities were accomplished at all sites.

Specific comments noted:

Kaiserslautern Elementary

a) Yes, we are fortunate to have the resources we do.

b) Our reading program is above DoDDS standards, which in turn are above stateside standards.

c) Unionization is heavy though an executive order does keep principal in charge of important things like assigning students.

d) The CSA role will relieve principals from some managerial role and provide a better system for evaluating principals. Think of it as a superintendency.

Vogelweh

(This conference was unique in that principal brought teachers and other staff to conference).

What stood out at Vogelweh was the friendly cooperative atmosphere at all levels of the school. People obviously were enjoying their work.

Discussion was similar to Kaiserslautern Elementary but with strong emphasis on the importance of the North Central visits.

Landstuhl

Due to time constraints the interview with the principal was postponed until later in the day following return from Ramstein. It proved to be enlightening, particularly the point that top NEA officials had been pressing DoDDS for the transfer to DOE.

Ramstein High School

Truly a beautiful new high school facility that would be the envy of any local school board in America. Construction and equipment costs per student far surpass what local school districts can afford.

The discussion with the principal focused on the same general areas but with special emphasis upon the talent available for good teachers from the ranks of the military wives, part of the Ramstein AFB community.

Ramstein Elementary School

Had interesting discussion with principal on his committee responsibilities to come up with a revised plan for teacher evaluation. Left copy of the implementation guide for the Teacher Performance Evaluation Plan-New Mexico for his use or that of his committee.

Could not believe the enrollment (2200 children) at this single school site, understood to be the largest elementary school in the DoDDS system.

May 10 — Attended performance by school chorus at Hainerberg Elementary. Noted pleasure children displayed in singing a few songs in German.

May 11-May 18 — On personal vacation.

May 20 — Interviewed veteran DoDDS teacher. Discussion covered teacher attitudes, morale, workloads, salary and fringe benefits, teachers perceptions of administrators, NEA, and instructional support. Most remarks were straightforward, emphasing:

a) Living quarters allowance is the big morale booster.

b) Limited opportunity for overseas teachers to take graduate course work other than in counseling.

c) Parents more cooperative than in stateside schools, and children come from more stable home conditions.

d) DoDDS somewhat light on women administrators - a good old boy network exists.

May 21 — Revisited both Darmstadt Elementary and Darmstadt Middle Schools. Continued to Heidelberg and visited old and new universities. Completed tour of Heidelberg as suggested in "Host Nation" field trip brochure.

May 22 — Revisited all schools in Kaiserslautern area. Continued to Trier and visited points of interest depicted in Host Nation field trip brochure. Visited the Volkshochschule in Trier to observe adult community education program. Enjoyed the

	preparations Trier was making for their 2000 Jahre celebration.
May 23	Had exit interviews with Dr. Blackstead and Dr. Lutey. Delivered exit report to Dr. Lutey.
May 24-28	On personal vacation.
May 29	Had final brief visit with Dr. Lutey prior to departing Germany.

APPENDIX B

Instrument #1

Gallup Poll

SECOND OPINIONNAIRE

Comparison of PDK delegates opinions with 1983 Gallup Poll, published in the September 1983 KAPPAN.

1. Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give those public schools--A, B, C, D, or FAIL?

2. How about the public schools in the nation as a whole? What grade would you give the public schools nationally --A, B, C, D, or FAIL?

3. Suppose the local public schools said they needed much more money. As you feel at this time, would you vote to raise taxes for this purpose, or would you vote against raising taxes for this purpose?

4. In some nations, the government allots a certain amount of money for each child for his or her education. The parents can then send the child to any public, parochial, or private school they choose. This is called the "voucher system." Would you like to see such an idea adopted in this country?

5. Would you like to see the students in the local schools be given national tests so that their educational achievement could be compared with students in other communities?

6. How important is a college education today--very important, fairly important, or not too important?

7. Would you like to have a child of yours take up teaching in the public schools as a career?

8. Do you think salaries for teachers in your community are too high, too low, or just about right?

9. Today there is a shortage of teachers in science, math, technical subjects, and vocational subjects. If your local schools needed teachers in these subjects, would you favor or oppose paying them higher wages than teachers of other subjects?

10. The President's National Commission on Excellence in Education concluded that the quality of education in the U.S. public schools is only fair and not improving. Do you agree with that opinion or disagree?

Instrument #1
Gallup Poll

As you look ahead to the year 2000 (that is 17 years from now), what do you think the schools will be doing to educate students?

11. Do you think that all students will have access to a computer and be trained in its use?

12. Do you think that more importance will be given to vocational training in high school?

13. Do you think that more attention will be given to teaching students how to think?

14. Do you think that what is now covered in the first two years of college will be covered before graduation from high school?

15. Do you think that more attention will be given to individual instruction?

16. Do you think children will start school at an earlier age--such as 3 or 4 years old?

17. Do you think that taxpayers will be willing to vote more favorably on bond issues and give more financial support to the schools?

18. Do you think that the school program will cover 12 months of the year--with less time for holidays?

THAT'S IT!

Instrument #2

Phi Delta Kappa-Fall 1983

OPINIONNAIRE

Please check the response on each of the recommendations that most closely reflects your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. Textbooks should be upgraded to provide more challenging content.					
2. School districts should seek to increase participation of young women and minorities in courses leading to career fields in which these groups are underrepresented.					
3. Schools of education should raise their entrance requirements.					
4. Promotion should be based on test performance rather than age.					
5. Local school districts should establish firm, demanding, and clearly stated requirements concerning student discipline.					
6. Methods of training teachers should be improved so that teachers entering the profession will meet higher standards.					
7. The school curriculum should be strengthened by requiring more courses in English, mathematics, science, social studies, and computer science.					
8. The most important objective of elementary and secondary education should be development of literacy in the English language.					
9. Every public school student should be given the opportunity to acquire proficiency in a second language.					

Instrument #2
Opinionnaire

	Strongly Agree	*Agree*	*Disagree*	*Strongly Disagree*	*No Opinion*
10. The school day should be lengthened by as much as one hour.					
11. Where the school year for students is approximately 180 days, it should be lengthened by 20 to 40 days.					
12. The amount of homework assigned to students should be increased.					
13. More time than can be provided in the conventional school day and year should be made available to meet the needs of slow learners, the gifted, and others who need additional instructional time.					
14. Teacher salaries should be increased to a point where they will attract a greater number of highly capable people into teaching.					
15. Teacher salaries should be based on performance, with incentives and rewards for outstanding teachers.					
16. Scholarships and other financial incentives should be used to attract the most able people into teaching.					
17. The school principal should be responsible for managing the educational program in the school and assuring its quality.					
18. Where the federal government identifies and requires educational programs as in the national interest, the federal government should fund those programs.					
19. Teacher certification rules should be changed to make it possible for qualified outsiders (persons from outside the teaching profession) to serve in the schools.					
20. Partnerships for improving education should be formed, with participation involving those in education, business, labor, and the professions.					

Instrument #3

Part I: Proposed Administrator Competencies

How essential is this to effective administration?	Definitely	Very	Somewhat	Little	Not at All
1. The principal provides instructional leadership to school staff, students, and community. To do this, the principal	4	3	2	1	0
a. Establishes high expectations for student and staff performance and communicates these effectively to others;	4	3	2	1	0
b. Establishes cooperatively plans for instructional program improvement;	4	3	2	1	0
c. Shares responsibilities for activities to implement the plans for instructional improvement;	4	3	2	1	0
d. Seeks and secures the assistance and resources necessary to implement the plans for improvement;	4	3	2	1	0
e. Studies current educational issues, trends, research, legislation, and government activities and uses that information when appropriate for program improvement; and	4	3	2	1	0
f. Communicates accurately and effectively the plans for instructional program improvement and requirements for staff.	4	3	2	1	0

Comments: _____

_____

_____

2. The principal assures that programs maintain direction toward achievement of established goals. To do this, the principal	4	3	2	1	0
a. Uses reliable information and input from and about staff, students, and community;	4	3	2	1	0
b. Monitors progress toward achievement of student competencies;	4	3	2	1	0
c. Monitors the implementation of the plans for instructional program improvement;	4	3	2	1	0
d. Provides constructive feedback on progress to staff and others;	4	3	2	1	0
e. Makes adjustments in assignments, resource allocation, or other areas as necessary to achieve instructional program goals; and	4	3	2	1	0
f. Maintains knowledge of the curriculum and its achievement by staff and students.	4	3	2	1	0

Comments: _____

_____

_____

General Comments and Suggested Additions to Proposed Administrator Competencies

_____

_____

_____

_____

SURVEY OF PROPOSED ADMINISTRATOR COMPETENCIES FOR INSTRUCTIONAL LEADERSHIP

Demographic Information

Position/Relationship to School District (Please mark one):

- [ ] School Board Member
- [ ] Parent
- [ ] Citizen/Non-parent
- [ ] Central Office Administrator
- [ ] Other: _____
- [ ] Elementary Principal
- [ ] Secondary Principal
- [ ] Elementary Teacher
- [ ] Secondary Teacher

New Mexico County in which you live: _____

Directions for Completing the Survey - Part I

Enclosed are five (5) statements of general administrator competencies and twenty-two (22) statements which describe those general competencies more specifically. For each statement, you are asked to respond to the question: **"How essential is this to effective fulfillment of the principal's role as instructional leader?"** You are given options ranging from "Definitely" (4) to "Not at All"(0). Please mark the number which most nearly reflects your personal opinion. Blank lines are provided under each competency for comments or suggested changes on that item. If you believe an item should be deleted, please note it here. If you believe other items should be added, please record them in the **"General Comments and Additions"** section at the bottom of each page.

Please return the completed questionnaire by January 23, 1984, to:

RETURN DATE EXTENDED TO FEBRUARY 10, 1984

Dr. Joanne Knight, Director
Elementary and Secondary Education
State Department of Education
Capitol Complex
Santa Fe, New Mexico 87501-2786

Instrument #3

How essential is this to effective administration?	Definitely	Very	Somewhat	Little	Not at All
3. The principal uses performance evaluation to improve the instructional processes of the school. To do this, the principal	4	3	2	1	0
a. Follows procedures consistent with the state adopted Teacher Performance Evaluation Plan;	4	3	2	1	0
b. Identifies effective performance for all staff;	4	3	2	1	0
c. Describes performance objectively in terms understood by staff;	4	3	2	1	0
d. Solicits each individual's own suggestions for potential growth;	4	3	2	1	0
e. Identifies strengths and areas of performance for potential growth or improvement;	4	3	2	1	0
f. Makes informed recommendations concerning how growth can occur; and	4	3	2	1	0
g. Provides regular feedback on the improvement of performance.	4	3	2	1	0

Comments: _____

_____

_____

4. The principal manages the school to make the best use of instructional time, staff, and facilities. To do this, the principal	4	3	2	1	0
a. Organizes schedules and makes other arrangements to permit the most possible time for instruction;	4	3	2	1	0
b. Assures that adequate time is spent to achieve the established goals;	4	3	2	1	0
c. Minimizes the number of distractions from and interruptions of instructional time;	4	3	2	1	0
d. Assigns non-instructional duties to provide for the maximum instructional benefit; and	4	3	2	1	0
e. Assures the maintenance, repair, and acquisition of facilities and equipment necessary to the instructional programs.	4	3	2	1	0

Comments: _____

_____

_____

5. The principal conscientiously performs assigned tasks regarding funds and property accounting, planning, and other areas related to state law and regulation and local board policy.	4	3	2	1	0

Comments: _____

_____

_____

General Comments and Suggested Additions to Proposed Administrator Competencies

_____

_____

_____

1. To ensure greater attention to the proposed competencies for instructional leadership, what activities could be changed from the principal's current job responsibilities that are imposed by:

   a. Local boards of education? _____

   _____

   b. Central office administrators? _____

   _____

   c. State Board and Department of Education? _____

   _____

   d. Others? _____

   _____

2. What would be the most productive means of evaluating principal performance? (Check all that apply.)

   [ ] In-school observation of actions and activities.
   [ ] Central office discussion and report.
   [ ] Review of teacher evaluations of principal performance.

   [ ] Other: _____

   _____

3. Who should be involved in evaluating a principal's performance? (Check all that apply.)

   [ ] Central Office Staff
   [ ] Local Board of Education
   [ ] Peers (Other Principals)
   [ ] Teachers and Staff
   [ ] Parents and Community
   [ ] State Department of Education

   [ ] Other: _____

   _____

General Comments and Suggestions Concerning
Administrator Responsibilities and Evaluation

_____

_____

_____

_____

_____

_____

Instrument #4

Self-Administered Teacher Questionnaire

Please answer the following questions by circling the number next to the one answer which best specifies your reply.

1. How many years have you been a teacher?

1) 1 year	6) 6-10 years
2) 2 years	7) 11-15 years
3) 3 years	8) 16-20 years
4) 4 years	9) 21-25 years
5) 5 years	10) over 25 years

2. How many years have you taught in this school system?

1) 1 year	6) 6-10 years
2) 2 years	7) 11-15 years
3) 3 years	8) 16-20 years
4) 4 years	9) 21-25 years
5) 5 years	10) over 25 years

3. How many years have you taught in this school?

1) 1 year	4) 4 years
2) 2 years	5) 5 years
3) 3 years	6) over 5 years

4. In how many schools in this system have you taught?

1) 1 school	4) 4 schools
2) 2 schools	5) 5 schools
3) 3 schools	6) over 5 schools

5. On the average, how frequently do you work on school activities at home?

1) zero nights per week
2) one night per week
3) 2 to 3 nights per week
4) 4 to 5 nights per week
5) more than 5 nights per week

6. On the average, how much of your weekend is taken up by school work?

1) none	3) some
2) very little	4) a great deal

7. On the average, how frequently are you contacted at home about school matters?

1) once a week or less
2) 2 to 4 times a week
3) 5 to 10 times per week
4) more than 10 times a week

8. Where were your parents born?

1) both in the United States
2) one in U.S., and one foreign born
3) both foreign born

9. When were you born?

1) 1960 -
2) 1955-1959
3) 1950-1954
4) 1945-1949
5) 1940-1944
6) 1935-1939
7) 1930-1934
8) 1925-1929
9) 1920-1924
10) before 1920

10. What was your father's lifetime occupation?

1) education
2) scientific/professional
3) small business owner
4) farm owner/renter
5) clerical or sales
6) manager/executive/large business
7) skilled worker/foreman
8) semi-skilled worker
9) unskilled worker
10) other (specify _____)

11. What was your mother's major lifetime occupation?

1) none / housewife
2) education
3) scientific/professional
4) secretarial/clerical
5) small business owner
6) manager/executive/large business
7) skilled worker/foreman
8) semi-skilled worker
9) unskilled worker
10) other (specify _____)

12. What was your father's highest educational attainment?

1) no formal education
2) some elementary school
3) completed elementary school
4) some high school/technical school
5) graduated from high school/technical school
6) some college/ post secondary
7) graduated from college
8) graduate or professional school

13. What was your mother's highest educational attainment?

1) no formal education
2) some elementary school
3) completed elementary school
4) some high school/business school
5) graduated from high school/ business school
6) some college
7) graduated from college
8) graduate or professional school

14. In what type of community did you spend the major part of your youth?

1) farm
2) village or town (under 10,000)
3) small city (10,000 to 50,000)
4) city (over 50,000)

15. In what type of schools did you receive most of your elementary school education?

1) public
2) parochial
3) private

16. In what type of schools did you receive most of your secondary education?

1) public
2) parochial
3) private

17. At what type of college did you do most of your undergraduate work?

1) state university
2) state teacher's college
3) other public college/university
4) private university/college
5) private teacher's college

18. In general, what was the quality of your work when you were in college?

1) graduated with honors
2) above average
3) average
4) somewhat below average

19. At what type of college did you do most of your graduate work?

1) no graduate work
2) state teacher's college
3) other public college
4) state university
5) private university
6) private teacher's college

20. What plans do you have for future formal education?

1) no plans
2) will take courses, but not for a specific degree
3) will study for a master's but not for a doctorate
4) will study for a doctorate

21. How many semester hours of education courses did you have as an undergraduate?

1) none
2) 1 to 10
3) 11 to 20
4) 21 to 30
5) 31 to 40
6) 41 to 50
7) 51 to 60
8) more than 60

22. How many semester hours of graduate work have you taken?

1) none
2) 1 to 10
3) 11 to 20
4) 21 to 30
5) 31 to 40
6) 41 to 50
7) 51 to 60
8) over 60

Instrument #4

23. What is the highest academic degree which you have received?

1) certificate
2) bachelor's
3) master's
4) master's plus 30 hours
5) doctorate/ professional degree

24. Which category best represents your current salary with respect to school?

1) Less than $ 15000
2) $15,000 to 17,999
3) $18,000 to 20,999
4) $21,000 to 23,999
5) $24,000 to 26,999
6) $27,000 to 29,999
7) $30,000 and over

25. What is your marital status?

1) single
2) married
3) other

APPENDIX C

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